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ABSTRACT

In 1992, a study was conducted to provide current institutional data on the number and percentage of underrepresented minorities among full-time faculty in two-year colleges; to examine the opinions of academic administrators about a number of barriers to minority faculty recruitment; to examine institutional efforts to recruit minority faculty; and to determine the characteristics of successful recruitment programs. Questionnaires were mailed to 1,293 vice-presidents of academic affairs, and, after two waves of mailings, the overall response rate was 47.4%. Major study findings included the following: (1) 53,628 full-time faculty members were employed at the 616 institutions represented in the study, of whom 5.1% were African Americans, 1.7% Mexican Americans, 1.4% American Indians, and 0.3% Puerto Rican Americans; (2) 68.5% of the respondents felt that current economic constraints made it difficult to hire additional minority faculty; (3) 55% indicated that minority faculty were not available in technical and occupational fields and 46.3% felt they were not available in the arts and sciences; (4) more minorities were recruited when minorities served on search committees and on the governing bodies of two-year colleges; (5) a positive predictor of larger percentages of underrepresented faculty was whether the vice-president of academic affairs was him/herself an African-American or Mexican-American; and (6) respondents at institutions with low numbers of minority faculty were more likely to agree with the statement that minorities have difficulty fitting in socially with the community. The survey instrument and tabulated results are included. (JMC)

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# Minority Faculty Recruitment Programs at Two-Year Colleges

A Paper Presented at the Annual Meeting
of the American Association of Community and Junior Colleges

Phoenix, Arizona
April 12, 1992

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Increasing the representation of minorities among full-time faculty is a particularly important issue at the two-year college level. In a current study from the U.S. Department of Education, two-year colleges were reported to enroll a disproportionate share of all minority students enrolled in higher education (*Chronicle of Higher Education Almanac*, 1991). Fifty-six percent of all Hispanics, fifty-four percent of all American Indians, and forty-two percent of all African-Americans enrolled in higher education are attending two-year colleges.

Given the disproportionate number of minority students enrolled in two-year colleges, the need for adequate minority representation among full-time faculty in this sector is particularly critical. In a recent study, it was reported that minority students account for 19.2 percent of the nation's 13.7 million college students in 1990, up from 18.7 percent in 1980 (*Chronicle of Higher Education*, March 18, 1992). As minority students become a larger proportion of all higher education enrollments, finding ways to increase the recruitment and retention of minority college students is becoming an increasingly important concern in higher education. The significant presence of minority full-time faculty can help two-year colleges become more successful in recruiting and retaining minority students.

Minority faculty on two-year college campuses can also help increase the educational aspirations of minority students by providing positive role models of individuals with high levels of educational achievement. They can also help white students overcome prejudicial thoughts about the intellectual capabilities of people of color, and help white faculty gain a deeper understanding and appreciation for different cultural heritages (Linthicum, 1989). For all of these reasons, adequate representation of minority faculty is essential to excellence and equity in two-year colleges.

Federal data on the representation of minorities among full-time faculty in higher education are readily available. In a 1989-90 Equal Employment Opportunity

Commission survey, it was reported that African-Americans represent 4.5%, Hispanics 1.9%, and American Indians .3% of all full-time faculty (*Chronicle of Higher Education Almanac*, 1991). The representation of these minority groups among full-time faculty is significantly less than their proportional representation in the overall U.S. population: African-Americans make up 12.1%, Hispanics make up 9.0% and American Indians make up .8% (*Chronicle of Higher Education Almanac*, 1991). Clearly, African-Americans, Hispanics and American Indians are significantly underrepresented in higher education compared to their representation in the general population.

Although Equal Employment Opportunity Commission (EEOC) data regarding the distribution of faculty by race/ethnicity are readily available, these data are typically not reported by *institutional type*. Thus, researchers interested in the distribution of faculty by race/ethnicity within two-year colleges have to rely on sources other than the EEOC for data. Most of the data about the racial/ethnic distribution of two-year college faculty comes from the work of individual researchers. In the most recent national study, based on a weighted sample of faculty in 89 community colleges, Astin found that about 9.8% of full-time faculty were minority (Astin, 1991).

**Purposes of the Study**

One of the purposes of this study was to provide current *institutional* data on the number and percentage of underrepresented minorities among full-time faculty in two-year colleges. Unlike previous studies reporting data on minority two-year college faculty (Russell, 1991; Astin, 1991), this study was based on information gathered directly from two-year institutions rather than from faculty surveys. Thus, the number of minorities reported by institutions can be compared with the weighted estimates of the number of minority faculty derived from national faculty surveys.

Another purpose of the study was to examine empirically what academic administrators felt about a number of barriers to minority faculty recruitment. A number of researchers have posited attitudinal and structural factors which hinder the recruitment of minorities in four-year institutions (Smelser & Content, 1980; Reed, 1983; Menges & Exum, 1983; Exum, 1983; Exum et al. 1984; Reed, 1986; Banks, 1988; Bunzel, 1990; Mickelson & Oliver, 1991). This study was designed to test empirically whether these same factors are perceived as barriers to recruiting minority faculty at the two-year college level as well.

This study was also designed to examine empirically what institutions were *actually* doing to recruit minority faculty. Much of the existing literature on minority faculty recruitment consists of suggestions about what *should* be done to improve recruitment programs (Harris, 1989; Lessow-Hurley, 1989; Boyd, 1989). In only one recent national study was there an examination of what two-year colleges were *actually* doing to recruit minority faculty. That study contained a report on what *states* were doing to recruit minority faculty, but provided little information about what individual *institutions* were doing (Linthicum, 1989). This study complements that research on *state* programs by providing information on what is being done at the *individual campus* level to recruit minority faculty.

A final purpose of this study was to determine empirically what characterizes successful programs of minority faculty recruitment. Much of the existing literature has focused primarily on describing strategies for improving minority faculty recruitment, without testing empirically how successful these strategies actually are. In this study an analysis is provided about what strategies are related to having a high number of underrepresented minority full-time faculty. Hopefully, information about strategies which facilitate minority faculty recruitment can be utilized by two-year college administrators in designing more successful programs and practices.

## Research Design

Definitions, sampling methodology, questionnaire design, data gathering procedures and response rates will be discussed in the sections that follow.

### Definitions

In this study *underrepresented minorities* are defined as those minority groups whose presence among full-time faculty in higher education is not proportionate with their overall representation in the U.S. population. Using this definition of underrepresentation, the investigators focused on four different minority groups: African-Americans, Mexican-Americans, Puerto Rican-Americans, and American Indians. In this study *full-time faculty* were further defined as those individuals for whom teaching was their principal activity and who were considered full-time employees at their institution for at least nine months of the 1991-92 academic year.

### Sampling Methodology

The researchers utilized individual two-year institutions as the unit of analysis, rather than college districts or state systems. Within each two-year institution, the vice president of academic affairs or a person in an equivalent position was surveyed to obtain information about the college's minority faculty recruitment program. Given the major responsibility that this administrator typically has for faculty recruitment, it was assumed that this individual would be knowledgeable both about the number of full-time minority faculty employed at the college, and about the college's minority faculty recruitment program.

The vice president of academic affairs at each two-year college was identified by using *Who's Who in Community, Technical and Junior Colleges* (AACJC, 1991). This particular reference guide was chosen because it is an authoritative source of recent information about administrative leaders at virtually every two-year institution in

the country. A total of 1,293 vice presidents of academic affairs at individual two-year college campuses was identified through the use of this reference guide. In short, virtually every two-year college vice-president of academic affairs in the country was included in the sample for this study, with the exception of those vice-presidents at two-year campuses not listed in this AACJC reference guide.

**Questionnaire Design**

The questionnaire instrument was designed to test many of the assumptions found through a review of the literature on minority faculty recruitment. The questionnaire was field tested utilizing 34 community college faculty and administrators representing a number of community colleges in West Texas. As a result of this validation process, the questionnaire was revised to eliminate any questions which were found to be ambiguous or misleading. The final instrument which emerged was a four-page instrument divided into five sections.

[Insert Appendix 1 here].

The first section contained a number of questions related to the respondents' personal backgrounds, including their age, sex, race, and educational level. Also included in this first section was a question on the number of years of respondents' two-year college administrative experience, and the amount of contact the respondents had with minority students, faculty, and administrators. In the second section, respondents provided information on the number of minority faculty and total full-time faculty at their institutions, and whether their institutions expected to make progress in hiring minority faculty in the 1990s. In the third section, respondents were asked to indicate the degree to which they agreed or disagreed with a number of statements about attitudinal and structural barriers to recruiting minority faculty. The fourth section consisted of questions designed to determine which strategies institutions had actually utilized in recruiting minority faculty. The final section

contained questions that asked respondents to briefly describe their minority faculty recruitment program, or to send material that described their college's policies, practices, and success in this area.

### Data Gathering Procedures

The first wave of the questionnaire was mailed out in mid-February, 1992 to 1,293 vice-presidents of academic affairs listed in *Who's Who in Community, Technical and Junior Colleges* (AACJC, 1991). The first-wave packet contained a cover letter explaining the purpose of the study, a sheet defining underrepresented minorities and full-time faculty, the questionnaire, and a self-addressed, business-reply envelope. After a three-week interval, a second wave packet was mailed out in early March to all non-respondents to the first-wave. This paper is based on a preliminary analysis of data received up to this point.

### Responses

Out of the 1,293 questionnaires mailed out with the first wave, a total of 391 surveys were received, for a response rate of 30.4%. Out of the additional 902 questionnaires mailed out in the second wave, 222 additional questionnaires have been received to date, for a response rate of 24.6%. Thus, at present, the overall response rate for the survey after two waves is 47.4%. The final response rate is expected to exceed 50% when all second wave questionnaires are received.

## Discussion of Results

Results will be discussed in the following sections: characteristics of the sample, percentages of underrepresented minority faculty, barriers to minority faculty recruitment, recruitment strategies, and the prediction of minority faculty recruitment success.

## Characteristics of the Sample

The vice-presidents of academic affairs who responded to this survey tended to be white males, 51 years of age, with either an Ed.D. or Ph.D., and 13 years of community college experience.

[Insert Table 1 here]

Slightly more than one-quarter of the respondents were female, and slightly more than one-tenth were members of a minority group. This profile of respondents is quite similar to findings by Hankin (1985) that 29.8 percent of two-year college administrators were female and 13.4 percent were minority. In short, the respondents to this study have demographic backgrounds similar to community college administrators nationally.

## Percentages of Minority Faculty

Percentages of minority faculty were calculated by dividing the number of a particular minority group by the number of full-time faculty to be found within the total sample of institutions. Separate percentages were calculated for African-American, American Indian, Mexican-American, and Puerto Rican-American faculty, as well as for the percentage of all of these minority groups combined. There were a total of 53,628 full-time faculty across the 616 institutions included in this study, which represents 60.7 percent of the 88,252 full-time faculty found in the two-year college sector (Astin, 1991).

[Insert Table 2 here]

There was a total of 3,103 full-time African-American faculty reported, or 5.1 percent of all full-time faculty. This figure is one percentage point higher than the percentage reported in either of the two recent national faculty studies. There was a total of 1,075 Mexican-American faculty reported, or 1.7 percent of all full-time faculty. This figure

exactly coincides with the percentage of Mexican-American faculty reported in the national study by Astin. Similar data were not available from NCES, since they reported aggregated data for Hispanics, rather than disaggregated data for Mexican-Americans and Puerto Rican-Americans. There was a total of 125 Puerto Rican-American faculty reported, or 0.3 percent of all full-time faculty. This figure is again slightly above the percentage reported in the study by Astin. Finally, the percentage of American Indians is slightly above the percentages reported in the two national faculty studies.

Comparing the minority data gathered from this study with the data from the two recent national faculty studies indicates that there is considerable agreement in the percentages of minority full-time two-year college faculty across all three studies. With the exception of the percentage of Mexican-American faculty, there is a trend for the institutional self-reported data to be slightly higher than the weighted data gathered from faculty samples. There might be several reasons for these differences in the percentages of minority full-time faculty across studies. One possible reason is that minority faculty may be less likely to respond to faculty surveys than their non-minority counterparts. This underrepresentation of minority faculty respondents may have had an effect on the weighting schemes used by Astin and NCES to estimate the total full-time faculty population from their faculty samples. For example, Astin's weighting scheme took into account *gender* and *rank* nonresponse bias within institutions, but did not address nonresponse bias by *minority status*. Another possible reason is that the institutions who responded to this study may not have been representative of the total population of two-year institutions with regards to their percentage of minority faculty. Vice presidents of academic affairs at institutions with a higher percentage of underrepresented minorities may have been more likely to respond to this survey than those at institutions with a lower percentage. In short, ***between-institution*** nonresponse bias may account for the differences between these studies.

**Barriers to Minority Faculty Recruitment**

Respondents were asked to indicate the extent to which they agreed or disagreed with a list of statements regarding barriers to minority faculty recruitment at their college. In order to shorten the presentation, only the top 9 barriers are displayed in Table 3.

[Insert Table 3]

Over two-thirds of the 616 respondents indicated that current economic constraints make it difficult to hire additional minority faculty at their institution. In a period of tight state budgets across the country, it is perhaps not surprising that two-year colleges administrators mentioned finances as their biggest barrier in hiring more minority faculty. The large percentage who agreed with this barrier underscores the difficulty many two-year institutions are having in achieving their minority faculty recruitment goals given the condition of their state and local economies. There may be little improvement in the number of underrepresented minority full-time faculty at two-year colleges until this economic situation improves.

Another set of structural barriers mentioned by a large number of respondents is the unavailability of minority faculty in both technical and occupational as well as arts and science fields. A number of researchers have noted the uneven distribution of academic majors among minority students (Astin, 1982; Garza, 1988; Blackwell, 1988). African-Americans, Mexican-Americans, Puerto Rican-Americans and American Indians are much more likely to pursue advanced degrees in education and the social sciences than degrees in such fields as mathematics, sciences, and languages and literature. Given the severity of this maldistribution, it is very difficult to recruit minority full-time faculty for a number of arts and science as well as occupational and technical fields. One of the reasons for this maldistribution of academic majors is minority students' lack of adequate preparation in mathematics

and science at the secondary level. Clearly, two-year college faculty and administrators interested in increasing the representation of minority groups among full-time faculty need to collaborate with elementary and secondary schools in increasing minority student interest in and preparation for science and math-related areas.

The other structural barrier to minority faculty recruitment mentioned by a majority of the respondents is that prospective minority faculty prefer employment in business and industry to employment in two-year colleges. A number of researchers have noted that academic salaries rank far below salaries in business and industry (Bowen and Schuster, 1986; Bunzel, 1990). There are several approaches that two-year college administrators might use to compete with business and industry for prospective minority candidates. One possible recruitment approach is to stress the intrinsic satisfactions involved in a two-year college academic career. These intrinsic motivators include the considerable personal and professional autonomy of an academic career and the critical role that two-year college faculty play in educating minority students in higher education. A second possible approach is to try to recruit minorities in private enterprise jobs to teach part-time with the support of their employers. This study provides evidence that having minorities from private enterprise teach part-time is a particularly successful strategy for increasing the number of minority full-time faculty. One possible reason for the success of this strategy is that teaching part-time at a two-year college may provide minorities with a better sense of the intrinsic satisfactions of a full-time academic career.

**Recruitment Strategies**

A comparison of recruitment strategies between institutions with high versus low percentages of underrepresented minority faculty is presented in Table 4. In order to shorten the presentation, only those recruitment strategies where there was a

difference of 12 or more percent between high and low percentage institutions are displayed.

[Insert Table 4 here]

A high percentage of underrepresented minority faculty was defined as 5 or more percent, while a low percentage was defined as less than 5 percent. Institutions with higher percentages of minority faculty are much more likely than those with lower percentages to include minority faculty and community members on search committees, and to have minorities serve on college advisory boards and on boards of trustees. These findings provide evidence that minorities on search committees and governance bodies of two-year college facilitate the recruitment of minority faculty. One possible explanation for this finding is that an institution's commitment to diversity is demonstrated to prospective minority candidates through this recruitment strategy. Another possible explanation is that minorities on search committees and governing bodies may serve as institutional or departmental advocates for the need for greater faculty diversity. Such advocacy would be expected to lead to higher numbers of minority faculty.

Institutions with a high percentage of underrepresented minority faculty are more likely than other institutions to have faculty make contact with minority faculty, to recruit minorities in private enterprise to teach part-time, to cancel positions that have not attracted minorities in the applicant pool, and to have college representatives attend conferences held by professional organizations concerned with minority issues. These strategies hold in common a proactive stance to the recruitment of minority faculty. These findings provide evidence that proactive recruitment strategies facilitate the recruitment of minority faculty. One possible explanation for the success of these recruitment strategies is that they all tend to enlarge the pool of potential minority applicants for faculty positions. Such an enlarging of the pool would be expected to increase the number of minority faculty ultimately hired. Another possible explanation

is that these proactive strategies also serve as concrete demonstrations of the institution's commitment to diversity. As a consequence, more minority candidates may be encouraged to apply for faculty positions at these institutions.

**Predicting Minority Faculty Recruitment Success**

The results of a regression analysis predicting the percentage of underrepresented minority faculty are displayed in Table 5.

[Insert Table 5 here]

In this analysis, it was found that being an African-American or Mexican-American vice president of academic affairs are positive predictors of the percentage of underrepresented minority faculty. There are several possible explanations for this positive influence for racial background. One possible explanation is that minority chief academic administrators may serve as strong advocates for the need for greater minority representation at their institutions. Such advocacy would be expected to lead to an increase in the number of minority faculty hired. Another possible explanation is that having a minority in such a highly visible position sends a positive message to prospective minority faculty about the institution's commitment to diversity. Because of this commitment, more minority candidates may be encouraged to apply for faculty positions.

The amount of contact with minority students is also a positive predictor of the percentage of minority faculty. The more contact the chief academic administrator has with minority students, the greater the percentage of underrepresented minority faculty at the institution. The positive influence of contact with minority students has several possible explanations. One possible explanation is that contact with minority students simply serves as a proxy measure for institutions with a high percentage of minority students. Such institutions might be expected to have a vigorous minority faculty recruitment program. Another possible explanation is that extensive contact with

minority students serves to make the chief academic administrator more aware of the needs of minority students. As a consequence of this greater awareness of minority student needs, the chief academic administrator might be more motivated to recruit more minorities for faculty openings.

Three of the barriers to minority faculty recruitment were negative predictors of the percentage of minority faculty. The greatest barrier was the difficulty in having minorities fit in socially with the community. The more strongly respondents agreed with this statement, the lower was the percentage of minority faculty at the institution. There are several possible explanations for the negative influence of this finding. One possible explanation is that two-year institutions may not actively recruit minority faculty because of the difficulties they anticipate with minorities fitting in socially with the community. Without an active recruitment program, institutions would be expected to have a low percentage of minority faculty. Another possible explanation is that minority faculty may simply not apply to institutions in communities where they expect to have difficulty fitting in socially. In short, minority candidates may self-select themselves from applying to these two-year institutions.

Another barrier to minority faculty recruitment which was a negative predictor was the unavailability of minority faculty for arts and science positions. The more strongly the respondents agreed with this statement, the lower the percentage of minority faculty at the institution. One possible explanation for this finding is that there are simply not enough prospective minority faculty in a number of arts and science fields. This shortage may be the result of the maldistribution of academic majors among minority students. Such a maldistribution would be expected to lower the number of minority faculty available to be hired. Another possible explanation is that chief academic officers who strongly agree with this statement may not actively recruit minority faculty because of their perception that few, if any, prospective minority faculty

are available. In short, this lack of minority faculty recruitment may result in a self-fulfilling prophecy.

Attempts to influence departments to hire minority faculty evoke the red flag of interference with faculty prerogatives was another negative predictor. The more strongly respondents agreed with this statement, the lower was the percentage of minority faculty at the institution. One possible explanation for this finding is that academic administrators may not attempt to actively recruit minority faculty in order to "maintain normative consensus and collegial relationships..." (Exum, 1983, p. 390). The absence of active minority recruiting would be expected to lead to low numbers of minority faculty. Another possible explanation is that academic administrators may actively recruit minority faculty applicants, but these applicants may be rejected by faculty as threats to their prerogatives. The rejection by faculty of all minority candidates recruited by administrators would be expected to lead to lower numbers of minority faculty.

Finally, three recruitment strategies served as positive predictors of the percentage of minority faculty. Of these three recruitment strategies, having minorities serve on boards of trustees was the most influential predictor. Institutions that used this recruitment strategy were more likely to have a higher percentage of underrepresented minority faculty. One possible explanation for this finding is that such a minority presence serves as a concrete demonstration of an institutional commitment to diversity for prospective minority faculty. More minority candidates may be encouraged to apply for faculty positions at these institutions. Another possible explanation is that minorities on the board serve as advocates for improving the diversity on campus. Such advocacy would be expected to lead to more minority faculty being hired.

Another recruitment strategy which served as a positive predictor was recruiting minorities in private enterprise jobs to teach part-time with the support of their

employers. Institutions which used this strategy were more likely to have a high percentage of underrepresented minority faculty. One possible explanation for this finding is that institution using this strategy are more aware of qualified minority applicants when positions became available. Such an awareness would be expected to lead to more minority faculty being hired. Another possible explanation is that minority faculty teaching part-time may be more likely to apply for full-time faculty positions when they become available. Any increase in the number of minority candidates applying for faculty jobs would be expected to lead to an increased number of minorities eventually being hired.

The final recruitment strategy which served as a positive predictor was cancelling positions where minority candidates had not been recruited into the applicant pool. Institutions that utilized this recruitment strategy were more likely to have a higher percentage of underrepresented minority faculty. One possible explanation for this finding is that institutions that utilize this recruitment strategy motivate departments to widely disseminate information about faculty job openings to prospective minority candidates. Such an active recruitment process would be expected to increase the number of minority faculty eventually hired. Another possible explanation is that cancelling positions without minority candidates serves as a concrete demonstration to prospective minority faculty of the institution's commitment to diversity. Such a demonstration of commitment would be expected to motivate more prospective minority candidates to apply for faculty positions at these institutions.

## Policy Implications and Conclusions

In this study evidence is provided that African-American, American Indian, Mexican-American, and Puerto Rican-American full-time faculty at two-year colleges are significantly underrepresented compared to the proportional representation of

these minority groups in the U.S. population. Clearly, two-year colleges administrators need to address this issue of equity in their full-time faculty hiring.

The underrepresentation of minority faculty is also an issue of excellence as well as equity. Astin has argued that institutions of higher education cannot have excellence without promoting the cause of equity (Astin, 1985). Minority full-time faculty on two-year campuses serve to more fully develop the talents and cultural sensitivity of both minority and white students. Minority faculty not only play a vital role as positive role models for minority students, but also help white students overcome prejudicial thoughts about the intellectual capabilities of people of color. Minority faculty also help white faculty gain a deeper understanding and appreciation for different cultural heritages (Linthicum, 1989). In short, minority full-time faculty promote both the cause of excellence as well as equity within two-year institutions.

In this study it was shown that many of the attitudinal and structural barriers which hinder the recruitment of minority full-time faculty at four-year institutions also serve as barriers at two-year institutions as well. Structural barriers were found to be much greater hindrances to minority faculty recruitment than attitudinal barriers within institutions. The most influential structural barrier for a majority of two-year institutions is the economic constraints which prevent hiring additional minority full-time faculty. Given the current economic situation facing many two-year colleges, individual institutions may have few resources to hire *any* full-time faculty. This is a problem which probably needs to be addressed at the state, rather than at the local level. A state incentive program targeting additional funds for each minority full-time faculty hired at two-year colleges would provide the resources two-year college administrators need to enhance their minority recruitment programs.

The other set of structural barriers mentioned by a majority of respondents is the unavailability of prospective minority faculty for many arts and science as well as technical and occupational fields. A large part of this problem is due to a

maldistribution of majors, with minority students tending to avoid majors in math and science-related fields because of their lack of preparation in these subjects at the secondary level. Clearly, two-year college faculty and administrators need to collaborate with elementary and secondary schools in increasing minority student interest in and preparation for these math and science-related areas. One possible collaboration is for two-year colleges to sponsor science fairs for elementary and secondary students in their catchment area. Another possible approach is for two-year institutions to offer summer programs for elementary and secondary students focusing on science, math, and technology-related areas. It is clearly in the best interest of two-year colleges to develop early outreach programs to try to interest and prepare minority students for faculty positions in math, science, and technology-related areas at their institutions.

Two of the most important variables in the prediction of the percentage of underrepresented minority faculty were being an African-American or Mexican-American vice president of academic affairs. These findings provide evidence that having minorities in highly visible positions of leadership facilitates the recruitment of minority faculty. Many two-year institutions might argue that they already have an administrator, often a minority, responsible for affirmative action. Slightly under one-half of the respondents reported that they had just such an affirmative action officer. However, having such an officer responsible for affirmative action was found not to be significantly related to the number of minority faculty at an institution. This finding underscores the importance of hiring minorities for highly visible administrative positions. In summary, the single most important step that an institution can take to increase the number of underrepresented minority full-time faculty is to hire a minority as the chief academic administrator.

Three recruitment strategies were also found to be positively related with the percentage of underrepresented minority full-time faculty. The most influential of these

recruitment strategies is having minorities on the board of trustees. Minorities on the board of trustees serve as advocates promoting the cause of equity in full-time faculty hiring. They also remind the institution of its commitment to equity and to the community that it represents. Perhaps most importantly, the institution's commitment to diversity is clearly demonstrated by having minorities on the board of trustees. Additional minority candidates for faculty positions may be attracted to the institution because of this commitment. In short, appointing minorities to the board of trustees is a successful means of increasing the number of underrepresented minority full-time faculty at an institution.

Another recruitment strategy which is positively related to an institution's percentage of underrepresented minorities is recruiting minorities in private enterprise jobs to teach part-time with the support of their employers. One of the important structural barriers mentioned by a majority of two-year respondents is the fact that careers in business and industry tend to pay far more than careers in academe. One way to effectively compete with business and industry for minority candidates is to hire minorities for part-time teaching assignments. This strategy serves to make institutions more aware of minority candidates when full-time positions become available. It also serves to make minorities more aware of the intrinsic satisfactions of a career as a two-year college faculty member. Although two-year college administrators may not be able to outbid business and industry for prospective minority candidates, they may be able to woo them away from business and industry with intrinsic rather than extrinsic motivators. In summary, hiring minorities as part-time teachers is another successful recruitment strategy for increasing the number of underrepresented minorities.

A final recruitment strategy which is positively related to the number of underrepresented minorities is cancelling positions where minority candidates have not been recruited into the candidate pool. Institutions that utilize this strategy tend to have a high number of minority faculty. Interestingly, less than 15% of respondents

reported using this particular recruitment strategy. One might expect that chief academic administrators would have some reluctance in using this strategy, given that it often evokes among faculty the red flag of interference with their prerogatives. Despite potential opposition from faculty, this recruitment strategy is a particularly effective means of increasing the number of underrepresented minority full-time faculty. Many more two-year college administrators should consider utilizing this strategy in addressing the issue of equity in faculty hiring.

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Table 1

Characteristics of Sample

| Demographic Characteristics | Percentage or Mean | Number of Respondents |
|---|---|---|
| Sex | | |
| Female | 27.4% | 167 |
| Male | 72.6% | 442 |
| Race | | |
| White | 88.3% | 542 |
| Black | 6.8% | 42 |
| American Indian | 2.1% | 13 |
| Asian-American | .7% | 4 |
| Mexican-American | 2.9% | 18 |
| Puerto Rican-American | .2% | 1 |
| Other | .5% | 3 |
| Educational Background | | |
| Bachelors | 1.8% | 11 |
| Masters | 26.4% | 160 |
| Ed.D. | 31.9% | 193 |
| Ph.D. | 37.9% | 229 |
| Other | 2.0% | 12 |
| Average Age | 51 years | 607 |
| Average Number of Years of Community College Experience | 13 years | 610 |

Table 2

Percentage of Underrepresented Minority Faculty
at Two-Year Colleges
(in percentages)

| Minority Group | Institutional Self-Report | Astin[1] Study | NCES[2] Study |
|---|---|---|---|
| African-Americans | 5.1 | 4.0 | 3 |
| American Indians | 1.4 | 1.2 | 1 |
| Mexican-Americans | 1.7 | 1.7 | -- |
| Puerto Rican-Americans | .3 | .2 | -- |
| Total | 8.5 | 7.1 | -- |

[1]Percentages obtained from *National Norms for the 1989-90 HERI Faculty Survey*, A. W. Astin, et. al, 1991.

[2]Percentages obtained from *Profiles of Faculty in Higher Education Institutions, 1988*, NCES. Data are for public two-year colleges only.

Table 3

Percent Agreeing or Strongly Agreeing with
Barriers to Minority Faculty Recruitment

| Recruitment Barrier | Number of Institutions (n=616) | Percentage of Institutions |
|---|---|---|
| Economic constraints make it difficult to hire additional minority faculty | 422 | 68.5 |
| Minority faculty are not available in technical and occupational fields | 339 | 55.0 |
| Minorities prefer jobs in business and industry | 308 | 50.0 |
| Minority faculty are not available in arts and science fields | 285 | 46.3 |
| Women and minorities are competing with each other | 246 | 39.9 |
| Affirmative action significantly raises the cost of recruitment | 196 | 31.8 |
| Departments argue that there are few minorities in their fields | 185 | 30.0 |
| Minorities would have difficulty fitting in socially with community | 151 | 24.5 |
| Minority recruitment interferes with faculty prerogatives | 133 | 21.6 |

Table 4

A Comparison of Recruitment Strategies between Institutions with High versus Low Percentages of Underrepresented Minority Faculty

| Recruitment Strategy | Low Percentage (Less than 5%) | High Percentage (5% or more) | Difference |
|---|---|---|---|
| Have minorities serve on board of trustees | 59.7 | 86.6 | 26.9 |
| Include minority community members on search committees | 23.4 | 50.2 | 26.8 |
| Include minority faculty on search committees | 66.7 | 92.9 | 26.2 |
| Have faculty make contact with minority faculty | 46.6 | 66.1 | 19.5 |
| Recruiting minorities to teach part-time | 48.1 | 29.6 | 18.5 |
| Have minorities serve on college advisory boards | 72.0 | 90.2 | 18.2 |
| Cancelling positions without minority applicants | 7.1 | 24.1 | 17.0 |
| Attend conferences concerned with minority issues | 70.0 | 87.0 | 17.0 |
| Meet with minority business representatives | 64.3 | 80.9 | 16.6 |
| Hire minorities as part-time adjunct faculty | 75.1 | 91.6 | 16.5 |
| Filling positions on a temporary basis | 13.9 | 30.2 | 16.3 |
| Meet with minority civic organizations | 71.2 | 83.8 | 12.6 |
| Funding teaching internships for minority graduate students | 8.0 | 20.9 | 12.0 |

Table 5

Prediction of the Percentage of
Underrepresented Minority Faculty

| Step | Variable | Zero r | Step Beta | Final Step Beta | Final Step F Ratio* |
|---|---|---|---|---|---|
| 1 | African-American | .36 | .36 | .33 | 57.9 |
| 2 | Amount of contact with minority students | .29 | .24 | .11 | 44.6 |
| 3 | Mexican-American | .18 | .18 | .15 | 36.4 |
| 4 | Fitting in socially within the community | -.33 | -.26 | -.17 | 33.3 |
| 5 | Amount of progress recruiting in the 1980s | .22 | .15 | .12 | 30.4 |
| 6 | Minority faculty not available in arts/sciences | -.25 | -.13 | -.12 | 28.0 |
| 7 | Interfering with faculty prerogatives | -.05 | -.12 | -.14 | 25.8 |
| 8 | Minorities on board of trustees | .24 | .14 | .11 | 24.7 |
| 9 | Recruiting minorities in private industry | .24 | .10 | .10 | 23.0 |
| 10 | Cancelling positions without minority applicants | .19 | .10 | .10 | 21.7 |

*F-Ratio greater than 1.81 significant at the .05 level.
Multiple R=.62 Adjusted $R^2$=.36
Mean=8.1 S.D.=12.2
Number of cases=402

Appendix A

**A National Survey of Recruitment Practices for Minority Full-Time Faculty at Two-Year Colleges**

Directions: Please answer each question by circling the appropriate number.

Example: This is a survey on minority faculty recruitment practices.

1 Yes 2 No

## PART I: DEMOGRAPHIC BACKGROUND

1. Your sex:

   1 Male 2 Female

2. Racial/ethnic group (Circle *all* that apply):

   1 White/Caucasian
   2 Black/African-American
   3 American Indian
   4 Asian-American
   5 Mexican-American
   6 Puerto Rican-American
   7 Other

3. How old will you be on December 31 of this year?_____

4. What is the highest degree that you have earned?

   1 Bachelor's
   2 Master's
   3 Ed. Specialist
   4 Ed.D.
   5 Ph.D.
   6 Other Degree

5. What is the highest level of education reached by your mother?

   1 Grammar school or less
   2 Some high school
   3 High school graduate
   4 Postsecondary school other than college
   5 Some college
   6 College degree
   7 Some graduate school
   8 Graduate degree

6. What is the highest level of education reached by your father?

   1 Grammar school or less
   2 Some high school
   3 High school graduate
   4 Postsecondary school other than college
   5 Some college
   6 College degree
   7 Some graduate school
   8 Graduate degree

7. Number of years of two-year college administrative experience:_____

How much contact do you have with each of the following groups:

1=Extensive
2=Some
3=None at all

8. Minority students ..... 1 2 3

9. Minority faculty ..... 1 2 3

10. Minority administrators ..... 1 2 3

## PART II: CAMPUS DEMOGRAPHICS

11. How many *full-time* African-American faculty do you have?_____

12. How many *full-time* Mexican-American faculty do you have?_____

13. How many *full-time* Puerto Rican-American faculty do you have?_____

14. How many *full-time* American Indian faculty do you have?_____

15. How many *full-time* faculty do you have?_____

16. In recruiting minority *full-time* faculty in the 1980s, this college:

1 made progress
2 stayed about the same
3 lost ground

17. How much gain (if any) do you expect to make in recruiting minority *full-time* faculty during the 1990s?

1 substantial
2 moderate
3 little
4 none

## PART III: BARRIERS TO RECRUITING MINORITY FACULTY

Below are some statements about your current college. Indicate the extent to which you agree or disagree with each of the following: (Circle one response for each item)

1=Agree Strongly
2=Agree Somewhat
3=Disagree Somewhat
4=Disagree Strongly

18. Current economic constraints make it difficult to hire additional minority faculty here ..... 1 2 3 4

19. Affirmative action requirements significantly raise the costs of faculty searches here ..... 1 2 3 4

20. Minority faculty are hired at this college primarily to staff ethnic studies programs..... 1 2 3 4

21. Attempts to influence departments here to hire minority faculty evoke the red flag of interference with faculty prerogatives..... 1 2 3 4

22. Departments/divisions here avoid the issue of hiring minority faculty by arguing that there are few minorities in their field..... 1 2 3 4

23. Minority faculty would have difficulty fitting in socially with the community here..... 1 2 3 4

24. Minority faculty are not available for positions here in arts and science fields..... 1 2 3 4

25. Minority faculty are not available for positions here in technical and occupational fields..... 1 2 3 4

26. Women and minorities are competing with each other at this college for the same faculty positions..... 1 2 3 4

27. Prospective minority faculty prefer employment in business and industry to employment here..... 1 2 3 4

## PART IV: MINORITY FACULTY RECRUITMENT STRATEGIES

Which of the following strategies for recruiting minority faculty has your institution used? (Circle one response for each item).

1=Yes
2=No
3=Not Applicable

28. Advertising in media outlets used by minorities..... 1 2 3

29. Inviting minority professionals for guest lectures..... 1 2 3

30. Inviting minority professionals for part-time adjunct assignments... 1 2 3

31. Recruiting minorities in private enterprise jobs with the support of their employers to teach part-time..... 1 2 3

32. Encouraging faculty to make contact with minority scholars in their fields to publicize available positions..... 1 2 3

33. Including faculty from diverse cultural backgrounds on search committees..... 1 2 3

34. Including minority community members on search committees..... 1 2 3

35. Having minorities serve on college advisory boards to remind institutions of their commitments to minorities..... 1 2 3

36. Having minorities serve on the board of trustees to remind institutions of their commitments to minorities..... 1 2 3

37. Having college representatives meet with minority representatives of civic organizations..... 1 2 3

38. Having college representatives meet with minority representatives of churches ..... 1 2 3

39. Having college representatives meet with minority representatives of businesses..... 1 2 3

40. Having college representatives attend conferences held by professional organizations concerned with minority issues. ..... 1 2 3

41. Funding teaching internships for minority graduate students at two-year colleges ..... 1 2 3

42. Creating faculty exchange programs between two-year colleges and predominantly minority four-year colleges ..... 1 2 3

43. Conducting staff development sessions and workshops about affirmative action ..... 1 2 3

44. Utilizing an applicant tracking system of resumes and applications of minorities ..... 1 2 3

45. Asking deans or department chairs to justify nonminority hires ..... 1 2 3

46. Rewarding departments with an extra position for each minority hire ..... 1 2 3

47. Filling on a temporary basis positions where minority candidates have not been recruited into the applicant pool..... 1 2 3

48. Cancelling positions where minority candidates have not been recruited into the applicant pool..... 1 2 3

49. Hiring a high level campus affirmative action officer to enforce campus affirmative action policies ..... 1 2 3

50. Making affirmative action part of collective bargaining..... 1 2 3

## PART V: DESCRIPTION OF MINORITY FACULTY RECRUITMENT PROGRAM

Please **briefly** describe below your minority faculty recruitment program (or send us under separate cover material that describes your college's policies and practices and success in this area).

Thank you for your assistance. Please return the completed questionnaire in the enclosed, pre-stamped, pre-addressed envelope by **March 27, 1992** to:

Dr. Albert Smith
Texas Tech University
College of Education
Box 41071
Lubbock, TX 79409-9957



ERIC Clearinghouse for
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